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ABSTRACT

This is a report on a campus climate survey measuring Cypress Community College (California) students' general perception of the college campus and the services it provides. Students also were asked about their feelings of acceptance or belonging, as well as their satisfaction with the level of ethnic diversity present at the community college. A total of 2,004 students were surveyed, and 1,019 (51%) responded. Survey results showed that approximately one-third of the community college's student population can be classified as non-traditional. A third of the community college students are: over the age of 24, non-U.S. natives, learning English as a second language, and working full-time. Nearly 20% of the surveyed students reported taking classes exclusively at night. Most students reported to have access to the Internet and a computer at home. The three most commonly reported reasons for attending the community college were price, location, and available college majors. Overall, most students reported being satisfied with the campus diversity, services, instruction, and their sense of belonging. (Contains 18 tables with survey questions and results.) (MKF)

CAMPUS CLIMATE SURVEY

Student Opinions of the Campus Environment

Cypress College
North Orange County Community College District

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May 2001

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EXECUTIVE SUMMARY

BACKGROUND

Cypress College conducted a Campus Climate survey among its students during the Fall 2000 semester. The survey queried students regarding their general perception of the campus, feelings of acceptance or belonging, ethnic diversity, and access to and satisfaction with campus services. What follows is a summary of the major findings of the survey.

FINDINGS

Approximately one third of our student population can be categorized as "nontraditional" college students. About one third are over the age of 24, are not natives of the United States, English is not their first language, and almost one third work full time. Nearly 20% of the students indicated that they took classes exclusively at night.

A vast majority of students, approximately 87% (n=792), report having access to a computer in the home and about 80% (n=722) report having home Internet access.

The three most important reasons students attend Cypress College are price, location, and college major.

Overall the college received positive ratings¹ of 50% or more on nearly all of the 11 items related to the college atmosphere or environment.

The majority of students feel safe on campus during the day. The college did not fare so well on other measures related to safety². Only 33% (n=314) of students felt safe "walking on campus at night" and less than 30% (n=281) felt that their car was safe parked on campus at night.

More than half of the student population appears to be satisfied with Cypress College services. Among those who use specific services, such as Admissions and Records and the Assessment Center, more than half reported they were satisfied with those services.

The top three items in terms of their importance as a source of information to students were direct written correspondence, newsletters and flyers, and the Cypress College Website. The Charger Chronicle, the student newspaper, was also viewed as an important source of information by nearly half of the student population.

¹ For the purpose of this report a positive rating is considered the assignment of the value one or two on the five point scale, one being strongly agree.

² A car jacking, followed by an off-campus rape of the student who owned the car, occurred on campus at the start of the Fall 2000 semester. It is believed that this incident impacted students' perceptions of campus security and is reflected in student responses to these items.

Overall, the college performed well on the items dealing with diversity. On the items dealing with satisfaction with diversity of teachers, staff, and administrators, the percentage of students rating the college positively was greater than 50%. There was some variation by ethnic groups. African American students tended to rate the college positively in lower percentages than other student groups while Caucasian students tended to rate the college positively in higher percentages than other student groups.

There were several items in the diversity subset dealing with access to instructors³ and inclusion⁴. These items seem to indicate that in general the majority of students feel that they are given opportunities to give their opinions about their classes, that their instructors make them feel welcome outside of class hours, and that their instructors incorporate examples from a variety of different cultures and backgrounds in their teaching methods. However, the majority of the student sample did not rate "Students are asked for their ideas when important decisions are made on campus," positively. Only 30% of students were in agreement with this statement leaving room for improvement on this issue.

For the most part students do not feel that prejudice among students or faculty is a problem on campus. The percentage of students rating the college negatively was less than 14% on each of these items.

The majority of students indicated that instructor contact was very important or important to them in helping them complete their classes, completing their classes with a C or better, and making them feel like they could succeed at Cypress College.

³ These items elicit information about the degree to which students feel comfortable giving opinions about their classes and if they feel their instructors are approachable outside of class.

⁴ These items deal with the degree to which student feel their instructors use examples acknowledging contributions of diverse populations and the inclusion of students in the campus decision-making process.

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PURPOSE

Campus climate surveys are studies that are commonly undertaken at regular intervals on college campuses. Typically these surveys consist of items related to students' general perception of the campus, feelings of acceptance or belonging, ethnic diversity, and access to and satisfaction with campus services. Fall 2000 marked the first time such a study was conducted at Cypress College. Its purpose was to gain a better understanding of the Cypress College community.

METHOD AND INSTRUMENT

The survey instrument was distributed to Cypress College students during the months of November and December 2000. Participation in the survey was voluntary and anonymous. The survey was administered by SCANTRON form and filled out by students during class. Responses to qualitative items were either answered directly on the SCANTRON form or on the survey instrument. The full text of the survey instrument can be found in Appendix A. Responses to the qualitative survey items (questions 93 to 95) can be found in Appendix B.

The student survey instrument can be characterized as general in nature. It was designed to gain an overview of student opinions of the college rather than examine any specific issue in depth. Many of the items from the Cypress College project came from climate surveys administered at other community college campuses such as Golden West College and the Rancho Santiago Community College District.

SAMPLE

Based upon previous surveys conducted at the college, a classroom-administered survey was expected to produce a response rate of approximately 50%. Assuming an average class size of approximately 25 students, a simple random sample of 76 class sections was selected from the fall 2000 seat count report. This sample of classes resulted in a total sample of 2,004 students. Of the 2,004 students selected for the sample, 1,019 surveys were returned resulting in a response rate of approximately 51%. The total sample represents the 95% confidence interval and a precision level ranging between +/- 1% and +/- 3%. Precision estimates for ethnic subpopulations vary and are dependent upon the sample size of the subpopulation and the proportion of the sample exhibiting the characteristic.

RESULTS

Results for the survey are reported for the total student sample and for the five known ethnic subpopulations containing 50 or more respondents. Results for respondents identifying themselves as "other" or for those who chose not to report their ethnic background are not presented in this report. Precision estimates for the total sample and the subpopulations will vary depending on the size of the sample. Table 1 presents the

ethnic distribution of the survey sample compared to the Fall 2000 student population at Cypress College.

Table 1. Comparison of Student Ethnic Distributions: Fall 2000 Statistical Enrollment Report and Total Student Survey Sample.

Ethnicity	Fall 2000 N	Fall 2000 %	Survey Sample N	Survey Sample %
African American	755	5.3	64	6.3
Asian	2,566	17.9	184	18.1
Filipino	965	6.7	61	6.0
Latino	3,459	24.2	175	17.2
Caucasian	5,430	37.9	357	35.0
Other	367	2.6	120	11.8
Unknown	768	5.4	58	5.7
Total	14,310	100	1,019	100

The ethnic distribution of the survey sample closely approximates the ethnic distribution of the student population for the fall 2000 semester with the exception of two categories – Latino and “other”. This difference could be due to students participating in the survey identifying more than one category for their ethnic background. At this time it is unknown why these two categories are not more reflective of the student population.

Sociodemographic Characteristics⁵

Students were asked a variety of descriptive questions related to their social, economic, and demographic characteristics in an effort to determine some of the dominant characteristics of the student population at Cypress College. Almost two-thirds of Cypress College students report that they are traditional college age while nearly one-third can be categorized as re-entry students. The majority of students, approximately 63% (n=594), reported that they were between the ages of 18 and 24, or traditional college age. There is, however, some variation by ethnic group. African American and Asian students tend to be older than their Filipino, Latino, and Caucasian counterparts. Approximately 50% (n=31) of the African American students and 34% (n=63) of the Asian students indicated that they were between the ages of 25 and 54 compared to 29% (n=274) for the total student sample.

More than one-third of students indicated that English was not their native language and about one-third of students reported that they were not native citizens of the United States. Nearly 65% (n=617) of students reported that English was their primary language, followed by nearly 12% (n=110) reporting Spanish as their primary language

⁵ Survey question 40, and 76-90.

and almost 7% (n=65) indicating Vietnamese as their primary language. Another 16% (n=154) of students indicated that their primary language was something other than English, Spanish, or Vietnamese. Similarly, slightly more than two thirds of students reported that they were native citizens of the United States.

More than half of our students report attending classes exclusively during the day. Nearly 58% (n=527) of the students indicated that they attended classes during the day, approximately 18% (n=161) reported that they attended classes during the evening, and about 25% (n=228) reported that they attended during the day and evening. Class attendance also varies by ethnicity. Filipino, Latino, and Caucasian students were more likely than their African American and Asian counterparts to attend classes during the day. Approximately 65% of Latinos (n=111), 64% of Filipinos (n=38), and 62% of Caucasian students (n=213) indicated that they attended classes during the day compared to 47% (n=26) of African Americans and 41% (n=71) of Asian students.

About 80% of the student population is employed. Approximately 31% report working 30 or more hours per week and almost 19% (n=176) reported that they didn't work at all. Students of Asian descent reported the highest percentage of those not working at 22% (n=39) while African Americans had the lowest percentage at 14% (n=8) of those not working. African American students, however, had higher percentages of students working 30 or more hours per week than their fellow students. About 48% (n=25) of the African American students reported working 30 or more hours per week.

Approximately 21% (n=199) of students reported that their mother had attained a Bachelor's degree or higher and 28% (n=262) of students reported that their father had attained a Bachelor's degree or higher. Educational achievement levels for student parents were lowest among our Latino students. Nearly 41% (n=71) of Latino students reported that their mother had less than a high school diploma. Similarly, 44% (n=76) of Latino students reported that their father had attained less than a high school diploma. Educational attainment levels of parents were highest among the Filipino student population. Nearly 48% (n=29) of Filipino students reported that their mother had earned a Bachelor's degree or higher and 50% (n=29) reported that their father had earned a Bachelor's degree or higher.

Tables 2 and 3 present the distribution of student responses to selected sociodemographic questions. These distributions indicate that approximately one third of our student population can be categorized as "nontraditional" college students. Approximately one third are over the age of 24, are not natives of the United States, English is not their first language, and almost one third work full time. Nearly 20% of the students indicated that they took classes exclusively at night. Additionally, less than 30% of our students reported that they had a parent who had attained at least a Bachelor's degree. Latino students were most likely to come from educationally disadvantaged backgrounds, with 44% reporting that at least one parent had not attained a high school diploma.

Table 2. Sample Distributions of Selected Demographic Variables.

ITEM	N	%
Sex		
Male	552	57.7
Female	405	42.3
Total	957	100
Age		
Below 18	24	2.4
18 to 24	625	63.3
25 to 34	175	17.7
35 to 44	105	10.6
45 to 54	46	4.7
55 plus	13	1.3
Total	988	100
First Language		
English	649	66.0
Spanish	112	11.4
Vietnamese	65	6.6
Other	157	16.0
Total	983	100
Citizenship Status		
Native US	655	66.8
Naturalized US	135	13.8
Permanent Alien	166	16.9
Temporary Resident	10	1.0
Refugee	6	.6
Student Visa	3	.3
Other	6	.6
Total	981	100
Class Attendance Time		
Day	548	57.4
Evening	167	17.5
Both	240	25.1
Total	955	100

Table 3. Sample Distributions of Selected Demographic Variables.

ITEM	N	%
Mother's Education Level		
Less than High School	176	18.1
High School Diploma	270	27.7
Some College	224	23.0
AA Degree	104	10.7
BA Degree	105	10.8
Graduate or Professional Degree	96	9.8
Total	975	100
Father's Education Level		
Less than High School	180	18.6
High School Diploma	212	21.9
Some College	213	22.0
AA Degree	92	9.5
BA Degree	147	15.2
Graduate or Professional Degree	124	12.8
Total	968	100
Hours Worked Per Week		
None	179	18.6
One to Nine	78	8.1
10 to 19	149	15.5
20 to 29	257	26.7
30 to 39	132	13.7
40 or More Hours	169	17.5
Total	964	100

Technology⁶

There were two survey questions dealing with whether students had access to technology in their home. Specifically, students were asked whether they had home access to a personal computer and the Internet. A vast majority of students, approximately 87% (n=792), report having access to a computer in the home and about 80% (n=722) report having home Internet access. Table Four presents the distribution of students by ethnic group with home access to a personal computer and the Internet.

As described in Table 4, technology access varies by ethnic background. The highest levels of access to home technology were reported among Caucasians and Filipinos. African Americans and Latinos reported the lowest levels of access to home technology, however, it should be noted that a large majority of African American and Latino students still report having access to technology in their home.

Nearly 95% of Filipino students (n=56) reported having a personal computer in the home compared to 92% of Caucasians (n=321), 86% of Asians (n=142), 79% of Latinos (n=135) and 78% of African Americans (n=40). In terms of home Internet access,

⁶ Survey questions 91 and 92.

Filipinos reported the highest percentage of access at 87% (n=52), followed by Caucasians at 86% (n=297), Asians at 79% (n=131), African Americans at 76% (n=38), and Latinos at 67% (n=111).

Table 4. Percent Distribution of Students by Ethnic Background with Access to a Home Computer and the Internet.^{7, 8}

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
91. Do you have access to a personal computer at home?	78.4 (n=46)	86.1 (n=142)	92.2 (n=321)	94.9 (n=56)	78.9 (n=135)	87.3 (n=792)
92. Do you have home Internet access?	76.0 (n=38)	79.4 (n=131)	85.6 (n=297)	86.7 (n=52)	66.5 (n=111)	80.1 (n=722)

Reasons for Attending Cypress College⁹

Students were queried regarding eight factors that may have played a role in their decision to attend Cypress College. Each of the factors was rated on a five point scale with one meaning the respondent felt the factor was very important and five meaning the respondent felt the factor was not at all important in their decision to attend Cypress College.

The three most important reasons students attend Cypress College are price, location, and college major. The majority of students report that price was an important factor in their decision to attend the college. Approximately 78% (n=741) indicated that, "It is not as expensive to attend Cypress College as it would be to go to a four year college or university." Slightly more than 71% (n=677) of students indicated that a convenient location was important or very important in their decision to attend the college, while about 60% (n=563) of students indicated, "Cypress College offers the major I want to study," as an important factor in their decision to attend here. Table 5 presents the distribution of reasons for attending Cypress College by ethnic background.

⁷ Unless otherwise stated, percentages reflect the 95% confidence interval +/- 6%-14% for African American students, +/- 3%-7% for Asian students, +/- 3%-6% for Caucasian students, +/- 6%-14% for Filipino students, +/-4%-10% for Latino students, and +/- 1%-3% for the Total Sample of students.

⁸ The "other" category for ethnicity has been omitted from all tables. Only the four major ethnic categories and the total sample figures are included in the report tables.

⁹ Survey questions 63-70.

Table 5. Percent Distribution of Students By Ethnic Background Rating Attendance Decision Factors as Important.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
63. I have/had friends who were students here.	39.0 (n=23)	48.4 (n=88)	36.4 (n=128)	50.8 (n=31)	42.4 (n=73)	40.7 (n=383)
64. I was impressed by the college's academic reputation.	48.3 (n=29)	41.1 (n=74)	35.8 (n=125)	45.0 (n=27)	53.4 (n=93)	41.6 (n=390)
65. Cypress College offers the major I want to study.	65.6 (n=40)	54.5 (n=97)	58.3 (n=203)	56.7 (n=34)	71.1 (n=123)	60.3 (n=563)
66. It is not as expensive to attend Cypress College as it would be to go to a four-year college or university.	71.4 (n=45)	67.0 (n=122)	81.3 (n=287)	83.6 (n=51)	82.8 (n=144)	78.2 (n=741)
67. The location of the campus is convenient for me.	56.3 (n=36)	62.1 (n=113)	77.0 (n=271)	73.8 (n=45)	70.7 (n=123)	71.3 (n=677)
68. Family member recommended that I enroll at Cypress College.	30.0 (n=18)	34.6 (n=62)	29.8 (n=102)	33.3 (n=20)	33.7 (n=57)	33.1 (n=307)
69. My high school teachers recommended Cypress College to me.	22.4 (n=13)	26.7 (n=46)	16.0 (n=54)	16.7 (n=10)	27.1 (n=45)	21.7 (n=196)
70. My friends recommended Cypress College to me.	28.3 (n=17)	35.8 (n=64)	34.7 (n=119)	30.0 (n=18)	37.2 (n=64)	33.5 (n=310)

Although there is some variation in the percentages across ethnic groups, the top three reasons for attending Cypress College, price, location, and college major, remain consistent across ethnic backgrounds.

Almost 41% (n=383) of the student sample indicated that having a friend who had attended Cypress College played an important role in their decision to attend the college. Having friends who had attended the college was more important to Asians and Filipinos than for the rest of their student counterparts. Approximately 51% (n=31) of Filipino students and 48% (n=88) of Asian students indicated that this was an important factor in their decision to attend Cypress College.

For the total student population, a family member or friend's recommendation was reported more often than a high school teacher's recommendation as influencing a student's decision to attend the college. About 33% (n=307) of students reported a family member or friend's recommendation as an important factor in their decision to attend the college compared to 22% (n=196) reporting a high school teacher's recommendation played an important role in their decision to attend.

General College Atmosphere¹⁰

The first 11 items on the questionnaire represent various aspects of the college atmosphere or environment presented along a five-point continuum. Students were asked to rate these aspects of the college on a scale of one to five, with one meaning that they felt the college reflected a more positive feeling, such as relaxed or supportive, and five meaning the student felt the college reflected a more negative feeling, such as tense or unsupportive.

Overall the college received positive ratings¹¹ of 50% or more on most of the 11 items related to the college atmosphere or environment. Table 6 presents each of the 11 items and the percentage of students by ethnic background rating the college as either a one or two on each item.

Table 6. Percent Distribution of Students By Ethnic Background Giving Positive Ratings to General College Atmosphere.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
1. Relaxed	68.8 (n=44)	52.8 (n=95)	69.3 (n=239)	54.2 (n=32)	62.2 (n=107)	64.5 (n=604)
2. Supportive	54.7 (n=35)	43.8 (n=78)	52.3 (n=180)	41.4 (n=24)	53.8 (n=92)	50.4 (n=470)
3. Friendly	61.3 (n=38)	52.5 (n=94)	62.9 (n=217)	47.4 (n=27)	61.1 (n=102)	60.2 (n=558)
4. Cooperative	64.1 (n=41)	47.8 (n=86)	53.8 (n=185)	39.0 (n=23)	54.1 (n=92)	52.6 (n=490)
5. Respectful	68.8 (n=44)	53.1 (n=103)	61.5 (n=211)	52.6 (n=30)	65.9 (n=112)	60.7 (n=563)
6. Tolerant	64.1 (n=41)	51.4 (n=91)	62.0 (n=214)	50.0 (n=29)	60.7 (n=102)	58.8 (n=546)
7. Comfortable	68.8 (n=44)	54.0 (n=95)	67.3 (n=230)	60.3 (n=35)	68.8 (n=117)	64.7 (n=599)
8. Open	60.3 (n=38)	48.9 (n=86)	64.6 (n=223)	54.2 (n=32)	64.1 (n=109)	60.6 (n=562)
9. Harmonious	62.5 (n=40)	51.4 (n=91)	56.4 (n=193)	43.1 (n=25)	55.3 (n=94)	55.6 (n=515)
10. Interested	66.7 (n=42)	42.1 (n=75)	49.4 (n=170)	37.3 (n=22)	56.1 (n=96)	50.1 (n=466)
11. Sincere	66.7 (n=42)	42.1 (n=75)	48.1 (n=165)	28.8 (n=17)	59.2 (n=100)	49.7 (n=461)

¹⁰ Survey questions 1-11.

¹¹ For the purpose of this report a positive rating is considered the assignment of the value one or two on the five point scale.

With the exception of survey questions two, eight, ten, and eleven, less than 10% of the total student sample rated the college negatively on the first 11 items. Approximately 14% (n=129) of the student sample felt the college was "unsupportive", about 10% felt the college was "closed", and about 14% felt the college was "indifferent, and "artificial." Table 7 presents the percentages of students by ethnic background giving the college a negative rating¹² on the first 11 items.

Table 7. Percent Distribution of Students By Ethnic Background Giving Negative Ratings to General College Atmosphere.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
1. Tense	7.8 (n=5)	13.3 (n=24)	5.5 (n=19)	6.8 (n=4)	8.7 (n=15)	7.9 (n=74)
2. Unsupportive	15.6 (n=10)	17.4 (n=31)	12.2 (n=42)	15.5 (n=9)	12.9 (n=22)	13.8 (n=129)
3. Hostile	11.3 (n=7)	14.0 (n=25)	5.2 (n=18)	8.8 (n=5)	9.6 (n=16)	8.8 (n=82)
4. Competitive	9.4 (n=6)	13.9 (n=25)	5.2 (n=18)	15.3 (n=9)	7.6 (n=13)	9.3 (n=87)
5. Disrespectful	10.9 (n=7)	11.3 (n=20)	2.9 (n=10)	8.8 (n=5)	8.2 (n=14)	7.0 (n=65)
6. Intolerant	7.8 (n=5)	12.4 (n=22)	5.5 (n=19)	5.2 (n=3)	9.5 (n=16)	8.0 (n=74)
7. Uncomfortable	10.9 (n=7)	11.9 (n=21)	7.6 (n=26)	8.6 (n=5)	9.4 (n=16)	9.7 (n=90)
8. Closed	12.7 (n=8)	9.7 (n=17)	8.7 (n=30)	5.1 (n=3)	10.0 (n=17)	10.0 (n=93)
9. Much Conflict	7.8 (n=5)	10.7 (n=19)	7.6 (n=26)	8.6 (n=5)	7.1 (n=12)	8.5 (n=79)
10. Indifferent	7.9 (n=5)	18.5 (n=33)	13.4 (n=46)	20.3 (n=12)	9.9 (n=17)	14.4 (n=134)
11. Artificial	12.7 (n=8)	18.0 (n=32)	15.2 (n=52)	15.3 (n=9)	7.7 (n=13)	13.8 (n=128)

¹² For the purpose of this report a negative rating is considered the assignment of the value of four or five on the five point scale.

Facilities and Safety¹³

The survey contained six items related to campus facilities and safety. For each of these items students were asked to indicate their level of agreement along a five-point continuum. A response of one indicated that the student strongly agreed with the item and a response of five meant that they student strongly disagreed with the item. Students who rated the items as a two were placed in the agreement category while students who gave four ratings were placed in the disagreement category. Responses of three were considered a neutral rating.

Facilities. More than half of the student population (approximately 57% for each of these items) indicated that they felt the campus grounds were attractive and the facilities were clean. African American students had the highest agreement with these two items while Asian students had the lowest level of agreement. About 65% (n=41) of African American students agreed or strongly agreed that the campus grounds were attractive compared to 48% (n=88) of Asian students. Similarly, approximately 69% (n=43) of African American students felt that the "facilities are clean and do not detract from the learning experience." Only 48% (n=88) of Asian students were in agreement with this item.

Table 8. Percent Distribution of Students by Ethnic Background Positively Rating Grounds and Facilities.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
19. The campus grounds are attractive and contribute to a pleasant environment at Cypress College.	65.1 (n=41)	48.4 (n=88)	59.6 (n=211)	56.7 (n=34)	59.8 (n=104)	57.4 (n=547)
20. Facilities are clean and do not detract from the learning experience.	69.4 (n=43)	48.1 (n=88)	57.9 (n=206)	49.2 (n=30)	65.5 (n=114)	56.7 (n=542)

Safety. The majority of students felt "safe walking on campus during the daytime." About 62% (n=590) of students agreed or strongly agreed with this item. The college did not fare so well on other measures related to safety¹⁴. Only 33% (n=314) of students felt safe "walking on campus at night" and less than 30% (n=281) felt that their car was safe parked on campus at night. A higher percentage of students (45%, n=428) felt that their car was safe parked on campus during the day.

The highest levels of security in terms of navigating the campus seemed to be experienced by African American and Caucasian students. Almost 77% (n=49) of African American students and about 67% (n=239) of Caucasian students felt safe

¹³ The survey items dealing with facilities are survey questions 19-20 and those dealing with safety are items 21-24.

¹⁴ A car jacking, followed by an off-campus rape of the student who owned the car, occurred on campus at the start of the Fall 2000 semester. It is believed that this incident impacted students' perceptions of campus security and is reflected in student responses to these items.

walking on campus during the day. About 39% (n=25) of African American students and 35% (n=122) of Caucasian students felt safe walking on campus at night. Table 9 presents the responses to the campus security questions by ethnic background.

Table 9. Percent Distribution of Students by Ethnic Background Positively Rating Campus Safety.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
21. I feel safe walking on campus during the daytime.	76.6 (n=49)	53.3 (n=98)	67.3 (n=239)	50.8 (n=31)	59.0 (n=102)	61.7 (n=590)
22. I feel safe walking on campus at night.	39.1 (n=25)	33.0 (n=60)	34.6 (n=122)	21.3 (n=13)	28.8 (n=49)	33.1 (n=314)
23. My car is safe when it is parked on campus during the daytime.	46.0 (n=29)	47.3 (n=87)	48.6 (n=171)	33.3 (n=20)	41.8 (n=71)	45.2 (n=428)
24. My car is safe when it is parked on campus at night.	29.7 (n=19)	29.5 (n=54)	30.0 (n=106)	16.7 (n=10)	28.7 (n=48)	29.7 (n=281)

Satisfaction with Campus Services¹⁵

Twelve survey questions dealt with student satisfaction with a variety of campus services. Students were asked to rate each of the campus services they had used on a five point scale. A rating of one or two indicated that the student was satisfied or very satisfied with the service, a three meant the student was neutral about the service, and ratings of four or five meant that the student was dissatisfied or very dissatisfied with the service.

More than half of the student population using specific services reported they were satisfied with those services. The services with at least 50% or more of the student users reporting satisfaction included: Admission and Records (60%), the Assessment Center (54%), the Career Center (55%), Counseling (54%), the Learning Center (58%), the Library (66%), and the Writing Center (51%). The services with less than half of the student users indicating they were satisfied were: Disabled Student Services (45% satisfied), the Financial Aid Office (49% satisfied), the Math Tutorial Services Center (45% satisfied), the Transfer Center (47% satisfied), and EOPS/SEDC (45% satisfied). Refer to Table 10 for the distribution of students satisfied with campus services.

¹⁵ Survey questions 45-56.

Table 10. Percent Distribution of Students By Ethnic Background Reporting Satisfaction with College Services.¹⁶

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
45. Admissions & Records	65.0 (n=39)	58.3 (n=105)	61.3 (n=212)	50.8 (n=31)	65.3 (n=111)	60.4 (n=564)
46. Assessment Center	61.5 (n=32)	49.1 (n=78)	51.9 (n=136)	50.9 (n=29)	61.7 (n=87)	54.3 (n=419)
47. Career Center	59.6 (n=31)	45.5 (n=65)	50.8 (n=126)	58.5 (n=31)	67.2 (n=90)	54.5 (n=391)
48. Counseling	56.1 (n=32)	47.2 (n=61)	50.8 (n=153)	54.4 (n=31)	60.0 (n=90)	53.7 (n=445)
49. Disabled Student Services	51.1 (n=23)	42.3 (n=55)	40.2 (n=78)	40.5 (n=17)	53.7 (n=58)	45.3 (n=265)
50. Financial Aid Office	53.6 (n=30)	46.5 (n=72)	42.9 (n=102)	51.0 (n=25)	57.5 (n=77)	49.2 (n=354)
51. Learning Center	57.1 (n=28)	60.7 (n=91)	48.1 (n=115)	60.4 (n=32)	62.8 (n=86)	57.8 (n=411)
52. Library	66.7 (n=36)	63.7 (n=109)	63.5 (n=193)	62.7 (n=37)	74.1 (n=117)	66.1 (n=565)
53. Math Tutorial Services Center	53.2 (n=25)	41.4 (n=58)	39.0 (n=82)	39.1 (n=18)	53.1 (n=60)	44.9 (n=284)
54. Transfer Center	51.1 (n=24)	45.7 (n=64)	37.8 (n=79)	40.4 (n=19)	55.8 (n=63)	46.9 (n=298)
55. Writing Center	40.4 (n=19)	47.2 (n=67)	45.4 (n=99)	46.8 (n=22)	62.3 (n=76)	51.1 (n=336)
56. EOPS/SEDC Tutoring	50.0 (n=24)	43.5 (n=60)	35.6 (n=68)	39.1 (n=18)	57.0 (n=65)	45.0 (n=277)

In general, higher percentages of Latino and African American students reported satisfaction with campus services. African American and Latino student users had higher levels of satisfaction than the general student population in almost every student services area. Please refer to Table 10 for the distributions for each ethnic group.

Campus Communication¹⁷

The top three items in terms of their importance as a source of information to students were direct written correspondence, newsletters and flyers, and the Cypress College Website. The Charger Chronicle, the student newspaper, was also viewed as an

¹⁶ Precision estimates for these items are based upon the number of students who reported using the service and are different from the general precision estimates for the total sample and each of the ethnic groups.

¹⁷ Survey questions 57-62.

important source of information by nearly half of the student population. Table 11 presents the percent distribution of students by ethnic background reporting each item as an important source of information.

Table 11. Percent Distribution of Students By Ethnic Background Rating Information Sources as Important.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
57. Direct Written Correspondence	52.7 (n=29)	47.8 (n=76)	58.0 (n=171)	60.4 (n=32)	68.1 (n=109)	58.3 (n=480)
58. Cypress College Website	50.0 (n=28)	50.3 (n=84)	46.1 (n=143)	70.4 (n=38)	52.9 (n=82)	50.1 (n=423)
59. "The Rumor Mill"	25.0 (n=13)	29.2 (n=45)	15.2 (n=42)	21.2 (n=11)	24.3 (n=34)	22.3 (n=172)
60. College Committee Meetings	34.0 (n=17)	40.6 (n=65)	24.1 (n=66)	39.6 (n=21)	35.1 (n=52)	32.9 (n=257)
61. Newsletters and Flyers	48.2 (n=27)	53.1 (n=86)	50.7 (n=154)	50.9 (n=28)	58.6 (n=95)	53.4 (n=452)
62. The Charger Chronicle	50.0 (n=27)	46.0 (n=75)	49.5 (n=151)	44.4 (n=24)	56.6 (n=90)	49.8 (n=419)

Diversity and Gender

What follows is an analysis of the survey items¹⁸ dealing with student opinions relating to diversity and gender. More specifically, this portion of the report focuses on student opinions and perceptions of how they are treated by other students, faculty, and staff at Cypress College.

Students were asked to respond to several statements on the survey relating to diversity on the Cypress College campus. Responses to these items were rated on a five point scale, with one meaning the student strongly agreed with the statement and 5 meaning the student strongly disagreed with the statement. Generally, a response of one means the student strongly agreed with the statement, a response of two would indicate the student agreed with the statement, a response of three would indicate the student was neutral, a response of four would indicate that the student disagreed with the statement, and a response of five would indicate the student strongly disagreed with the statement. Table 12 presents the percentage of students by ethnic background rating each diversity-related survey item as a one, strongly agree, or two, agree. Refer to Table 1 for a comparison of the Fall 2000 student ethnicity distribution to that of the total student survey sample.

¹⁸ Survey questions 12-18, 25-39, and 41-44.

Satisfaction with Diversity¹⁹. Nearly 60% of Cypress College students reported that they agreed or strongly agreed with the statement, "I am satisfied with the diversity of ethnic backgrounds of the teachers." Slightly less than 30% indicated a neutral response on this item while only 11% reported that they disagreed or strongly disagreed with this item. Caucasian students reported their level of agreement on this item at 65% (n=228), followed by Filipinos at 62% (n=37), Latinos at nearly 60% (n=99), Asians at 57% (n=104), and African American students at 34% (n=22).

Slightly more than half of Cypress College students (53%, n=498) indicated that they agreed or strongly agreed with the statement, "I am satisfied with the diversity of the ethnic backgrounds of the staff and administrators at Cypress College." Approximately 35% of students reported that they were neutral on this item while about 12% reported that they disagreed or strongly disagreed with the statement. Caucasian students showed the highest level of agreement on this item at 61% (n=123), followed by Latinos at 55% (n=95), Filipinos at 50% (n=30), Asians at 44% (n=80), and African Americans at 37% (n=23).

While there are some variations among the different ethnic groups on campus, the majority of students reported that they were satisfied with the ethnic diversity of teachers, staff, and administrators. Although majorities of African American and Asian students did not indicate they were satisfied with the diversity of ethnic backgrounds of teachers, only 28% (n=18) of African American students and 12% (n=22) of Asian students indicated that they were dissatisfied (refer to Table 12 for detail). Approximately 38% (n=24) of African American students and 30% (n=55) of Asian students indicated that they were neutral on the issue of diversity of teachers. The same trends were true for African American and Asian students in terms of their satisfaction with the diversity of staff and administrators. About 34% (n=21) of African American students and 40% (n=73) of Asian students indicated they were neutral on the subject of diversity of staff and administrators. About 29% (n=18) of African American students and 15% (n=28) of Asian students indicated that they were dissatisfied with diversity of staff and administrators.

Table 12. Percent Distribution of Students By Ethnic Background in Agreement With Diversity Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
14. I am satisfied with the diversity of the ethnic backgrounds of the teachers.	34.3 (n=22)	57.4 (n=104)	65.3 (n=228)	61.6 (n=37)	57.6 (n=99)	59.7 (n=561)
15. I am satisfied with the diversity of ethnic backgrounds of the staff and administrators.	37.1 (n=23)	44.2 (n=80)	61.0 (n=213)	50.0 (n=30)	54.9 (n=95)	53.0 (n=498)

¹⁹ Survey questions 14-15.

*Access*²⁰. The items categorized as "access" deal with the degree to which students feel they can approach their instructors and can give their opinions about classes. About forty-seven percent (n=470) of students reported that they strongly agreed or agreed with the statement, "I am given enough opportunity to give my opinion about my classes." Twenty-nine percent (n=290) of students reported they were neutral, and nearly 24% disagreed or strongly disagreed (n=239) with this item. African American students rated this item positively²¹ in higher percentages than their other student counterparts. About 58% (n=36) of African American students rated this item positively compared to 47% (n=443) of the total student sample (see Table 1 for detail).

Regarding the statement, "My instructors make me feel welcome to discuss things with them outside of class," almost 65% (n=648) of students agreed or strongly agreed with this statement, 22% (n=228) indicated a neutral response, and about 12% (n=124) reported that they disagreed or strongly disagreed with the statement. The majority of all student groups rated this item positively; however, Asian students rated this item positively in lower percentages than their classmates²². Approximately 57% (n=103) of Asian students gave this item a positive rating compared to 67% for Caucasians (n=238) and Latinos (n=118), 66% for African Americans (n=40), and 60% (n=36) for Filipino students.

Table 13. Percent Distribution of Students By Ethnic Background in Agreement With Access Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
35. I am given enough opportunity to give my opinion about my classes.	58.1 (n=36)	46.9 (n=85)	45.9 (n=162)	41.7 (n=25)	44.8 (n=78)	47.0 (n=443)
36. My instructors make me feel welcome to discuss things with them outside of class.	65.6 (n=40)	56.6 (n=103)	67.4 (n=238)	60.0 (n=36)	67.4 (n=118)	64.8 (n=615)

Inclusion^{23 24}. In terms of whether, "instructors use information and examples in class that acknowledge the contributions of people from a variety of backgrounds," slightly more than 59% (n=591) of the total student sample agreed or strongly agreed with this item, about 30% (n=301) were neutral, and slightly less than 11% (n=108) indicated that they disagreed or strongly disagreed with this item. Caucasian students tended to rate this item positively in slightly higher percentages than other student groups at

²⁰ Survey questions 35-36.

²¹ A positive rating would be the assignment of the value one, strongly agree, or two.

²² While the sample statistics show differences among the ethnic groups, the precision level of some of the population estimates makes it impossible to tell if these differences actually exist in the population of students.

²³ Survey questions 37-38, 42.

²⁴ These items deal with the degree to which student feel their instructors use examples acknowledging contributions of diverse populations and the inclusion of students in the campus decision-making process.

approximately 63% (n= 222) while African American students tended to rate this item positively in lower percentages than other student groups at 52% (n=33).

Forty-six percent (n=436) of student respondents were in agreement with the statement, "I have increased my understanding of people with backgrounds different from mine through course information and activities." Latinos have the highest level of agreement with this statement at 52% (n=91) followed by Asian students at approximately 50% (n=90).

Regarding the statement, "Students are asked for their ideas when important decisions are made on campus," close to 30% (n=292) of the total student sample reported that they agreed or strongly agreed with this item, almost 42% (n=411) were neutral on this item, and about 28% (n=278) indicated that they disagreed or strongly disagreed with this item. African American students (40%, n=25) rated this item positively in higher percentages than any other student group while Caucasian students (25%, n=87) represented the lowest percentage of positive raters.

Table 14. Percent Distribution of Students By Ethnic Background in Agreement With Inclusion Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
37. My instructors use information and examples in class that acknowledge the contributions of people from a variety of backgrounds.	52.4 (n=33)	58.9 (n=106)	62.9 (n=222)	51.7 (n=31)	60.6 (n=106)	59.1 (n=566)
38. I have increased my understanding of people with backgrounds different from mine through course information and activities.	44.4 (n=28)	49.7 (n=90)	41.6 (n=146)	44.3 (n=27)	52.0 (n=91)	46.0 (n=436)
42. Students are asked for their ideas when important decisions are made on campus.	40.3 (n=25)	34.5 (n=61)	25.2 (n=87)	37.7 (n=23)	29.3 (n=50)	29.8 (n=278)

Two of the items in the Access and Inclusion series, questions 36 and 37 (refer to Tables 13 and 14) were rated positively by more than 50% of the total student sample. Question 35 was rated positively by 47% of the student sample. These items seem to indicate that in general the majority of students feel that they are given opportunities to give their opinions about their classes, that their instructors make them feel welcome outside of class hours, and that their instructors incorporate examples from a variety of different cultures and backgrounds in their teaching methods. However, on question 42, the majority of the student sample did not rate "Students are asked for their ideas when important decisions are made on campus," positively. Only 30% of students were in agreement with this statement leaving room for improvement on this issue.

*Equity*²⁵. In terms of whether students felt that instructors treated them and others fairly, nearly 25% (n=246) indicated that they agreed or strongly agreed with the statement, "I have seen students or groups of students treated unfairly by instructors." Almost 22% (n=215) of the total student sample was neutral, and more than half of the students responding, about 54% (n=531) indicated that they disagreed or strongly disagreed with this statement. Filipino students (18%, n=11) were less likely to agree with this statement than other student groups²⁶.

Regarding the statement, "Prejudice among students is a problem on campus," only 14% (n= 142) of students agreed or strongly agreed with this statement, about 38% (n=375) indicated a neutral response and about 47% (n=462) indicated that they disagreed or strongly disagreed with this statement. Asian students were more likely to agree that prejudice is a problem on campus than other student groups. Approximately 22% (n=39) of Asian students agreed or strongly agreed with this item compared to 16% (n=10) of Filipinos, 15% (n=9) of African American students, 13% (n=23) of Latino students, and 10% (n=33) of Caucasian students.

For the most part, students did not feel that, "prejudice among faculty and staff" is a problem on the Cypress College campus. Only 14% (n=138) of students agreed or strongly agreed with this statement, about 32% (n=318) were neutral, and about 54% (n=527) disagreed or strongly disagreed with this statement. Again, Asian students and Filipino students, 19.1% (n=34) and 19.6% (n=12) respectively, indicated their agreement with this survey question in higher percentages than their fellow students²⁷. Only 13% (n=8) of African American students, 11% (n=19) of Latinos, and 9% (n=33) of Caucasian students agreed that prejudice among faculty and staff was a problem at the college.

²⁵ Survey questions 39, and 43-44.

²⁶ While the sample statistics show differences among the ethnic groups, the precision level of some of the population estimates makes it impossible to tell if these differences actually exist in the population of students.

²⁷ While the sample statistics show differences among the ethnic groups, the precision level of some of the population estimates makes it impossible to tell if these differences actually exist in the population of students.

Table 15. Percent Distribution of Students By Ethnic Background in Agreement With Equity Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
39. I have seen students or groups of students treated unfairly by instructors.	26.2 (n=16)	26.5 (n=48)	23.0 (n=81)	18.0 (n=11)	25.0 (n=43)	24.9 (n=235)
43. Prejudice among students is a problem on campus.	14.8 (n=9)	22.1 (n=39)	9.6 (n=33)	16.4 (n=10)	13.3 (n=23)	14.5 (n=135)
44. Prejudice among faculty and staff is a problem on campus.	13.3 (n=8)	19.1 (n=34)	9.4 (n=33)	19.6 (n=12)	11.1 (n=19)	14.0 (n=131)

In general, only a small fraction of the student sample felt that prejudice among students and faculty was a problem at the college. While some ethnic groups felt it was more of a problem than others, these individuals did not comprise more than 22% of their respective groups. More troubling is the notion that 25% of the student sample indicated that they had seen students treated unfairly by instructors. Although the nature of the unjust treatment is not clear from the question, this also is an area of improvement for the college.

Relationships²⁸. Students were asked several questions related to their relationships and interactions with other students. For each of these questions students were asked to respond along a five point continuum, with one meaning they strongly agreed with the statement and 5 meaning they strongly disagreed with the statement.

Slightly more than one fourth (26%) of the total student sample reported that they, "feel most comfortable when socializing with people from their same ethnic or racial background." Asian students had the highest level of agreement with this item at 38%, followed by Filipino and African American students at 28%, Latinos at 26% and Caucasian students at 19%.

Nearly 40% of the total student sample disagreed with the item. Those students more likely to disagree with this item were Caucasians and Latinos at (44%), and African Americans (42%). Filipinos and Asians were less likely to disagree with this item. About 30% of Filipino students and 28% of Asian students disagreed with this item.

Close to 30% of the student sample reported feeling comfortable when participating in activities that focus on cultures other than their own. African American and Asian students reported the highest level of agreement on this question at 33%, followed by Latinos at 30%, Caucasians at 27% and Filipinos at 22%.

²⁸ Survey questions 12-13, 16-18, 41.

Approximately 19% of the students felt the responsibility to be a spokesperson for their ethnic group. Asian students (30%) were most likely to agree with this statement, followed by Filipinos at 20%, African Americans at 19%, Latinos at 15%, and Caucasians at 14%.

More students felt the responsibility to be a spokesperson for their gender than did for their ethnic background. Nearly 23% of students reported feeling the responsibility to be a spokesperson for their gender. Again, Asian students (33%) had the highest level of agreement with this item. Nearly one quarter of Filipino students (23%) felt the need to be a spokesperson for their gender compared to 22% of African American students, 20% of Latino students, and 17% of Caucasian students.

Slightly less than 22% (n=218) agreed or strongly agreed with the item, "There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension." About 34% (n=342) of students indicated they were neutral, and about 44% (n=445) disagreed or strongly disagreed with this item. Asian students were more likely to agree with this statement than other student groups. About 32% (n=57) of Asian students indicated that they agreed with this statement, followed by 24% (n=15) of African American students, 21% (n=13) of Filipino students, 17% (n=60) of Caucasian students, and nearly 17% (n=29) of Latino students.

Table 16. Percent Distribution of Students By Ethnic Background in Agreement With Relationship Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
12. At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine.	28.1 (n=18)	38.1 (n=69)	19.2 (n=68)	28.3 (n=17)	25.6 (n=44)	26.1 (n=248)
13. At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own.	33.3 (n=21)	33.1 (n=59)	26.6 (n=93)	21.7 (n=13)	29.8 (n=50)	29.8 (n=278)
16. While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.	18.8 (n=12)	29.6 (n=53)	14.0 (n=49)	20.0 (n=12)	14.5 (n=25)	18.6 (n=176)
17. While at Cypress College, I feel some responsibility to be a spokesperson for my gender.	22.2 (n=14)	33.0 (n=59)	17.4 (n=61)	23.0 (n=14)	20.2 (n=35)	22.8 (n=215)
18. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.	23.8 (n=15)	31.5 (n=57)	17.0 (n=60)	21.4 (n=13)	16.7 (n=29)	21.8 (n=207)

Perceptions of Other Students²⁹. This series of questions was designed to elicit information regarding how students perceive their fellow students. Students were asked a variety of questions dealing with preparedness levels, programs for under-represented students, and English language abilities. Table 17 presents the percentage of students by ethnic background agreeing or strongly agreeing with each item relating to perception of other students.

Table 17. Percent Distribution of Students By Ethnic Background in Agreement With Student Perception Items.

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
25. Most enrolled students are adequately prepared academically for Cypress College.	28.1 (n=18)	34.4 (n=63)	34.9 (n=123)	21.3 (n=13)	37.4 (n=65)	33.9 (n=321)
26. Only those students who are proficient in English are adequately prepared academically for Cypress College.	21.9 (n=14)	23.8 (n=43)	20.1 (n=70)	11.7 (n=7)	18.6 (n=32)	20.2 (n=190)
27. Only those students from the mainstream culture are adequately prepared for Cypress College.	15.6 (n=10)	20.0 (n=36)	8.6 (n=30)	9.8 (n=6)	9.3 (n=16)	12.0 (n=113)
28. Only students who are receptive to new ideas are able to benefit from the educational experiences at Cypress College.	23.4 (n=15)	27.2 (n=49)	24.8 (n=87)	21.7 (n=13)	25.6 (n=44)	24.8 (n=233)
29. Students who are not good in English are able to benefit from the educational experiences at Cypress College.	43.8 (n=28)	51.4 (n=91)	46.0 (n=160)	50.8 (n=31)	45.6 (n=78)	47.5 (n=443)
30. I believe that campus programs for historically underrepresented students are typically remedial in nature.	17.2 (n=11)	30.9 (n=56)	14.7 (n=50)	10.2 (n=6)	22.9 (n=39)	20.0 (n=185)
31. I believe that campus programs for historically underrepresented students are a central part of the college's mission.	27.0 (n=17)	28.5 (n=51)	17.2 (n=59)	20.3 (n=12)	20.7 (n=35)	21.9 (n=203)
32. I believe that campus programs for historically underrepresented students are educationally effective.	25.8 (n=16)	32.6 (n=58)	27.1 (n=92)	21.7 (n=13)	30.8 (n=52)	28.4 (n=262)
33. I believe that campus programs for historically underrepresented students are a drain on the institution's resources.	19.0 (n=12)	20.5 (n=36)	17.9 (n=61)	8.5 (n=5)	19.0 (n=32)	18.4 (n=169)
34. I believe that campus programs for historically underrepresented students are a stigma on the institution's prestige.	22.2 (n=14)	24.6 (n=44)	14.2 (n=48)	6.6 (n=4)	20.4 (n=34)	17.6 (n=162)

Slightly more than one third of the student respondents indicated that they felt that most students were adequately prepared academically for Cypress College, with 20%

²⁹ Survey questions 25-34.

indicating that only those students proficient in English were adequately prepared. However, nearly half of the students (48%) indicated that students who were not good in English were able to benefit from the educational experiences at the college.

In terms of student beliefs regarding programs for historically underrepresented students, approximately 20% of the students felt these programs were typically remedial in nature. This percentage was highest among Asian students (31%) and lowest among Filipino students (10%). Approximately 17% of African American students and 23% of Latino students indicated that they felt these programs were remedial in nature.

Only 22% of students agreed with the statement, "I believe that campus programs for historically underrepresented students are a central part of the college's mission." Asian students at 29% had the highest level of agreement with the statement and Caucasian students at 17% had the lowest level of agreement.

Slightly less than 30% of the students agreed that programs for underrepresented students were educationally effective. Asian and Latino students, 33% and 31% respectively, had slightly higher levels of agreement on this item than did their student counterparts.

Less than 20% of students felt that programs for underrepresented students were a drain on the institution's resources or stigma on prestige. The level of agreement on these two items was highest among Asian and Latino students. About 21% of Asian students and 19% of Latino students felt that these programs were a drain on the institution's resources. Nearly 25% of Asian students, 22% of African American students, and 20% of Latino students felt that these programs were a stigma on the institution's prestige.

Student Success³⁰

Cypress College currently has a program designed to help improve student success through increased contact by instructors with students. Many instructors participate in this program on a voluntary basis. Faculty members participating in the program contact students if the students are having problems with academics, attendance, or both. Faculty members record their contact with the student on their grade rosters and the information gets processed along with the student's grade at the end of each semester. The series of questions on the student survey related to student success solicited student opinions regarding the perceived impact of the contact with an instructor. Students were asked whether an instructor had ever contacted them regarding their attendance or academic performance. Those answering in the affirmative were then asked follow up questions related to their opinion of how important the contact was to them. Follow up questions were rated along a five point continuum with one meaning the student thought the contact was very important and 5 meaning the student thought the contact was not at all important. For this analysis, positive responses are considered students responding with a one, for very important, or a two.

³⁰ Survey questions 71-75.

Approximately 61% (n=578) of students responding to the survey indicated that an instructor had previously contacted them regarding their academic performance, attendance, or both. Table 18 presents the results of each of the student success items for the students indicating they had had contact with an instructor by ethnic background of the student.

Table 18. Percent Distribution of Students by Ethnic Background Rating Student Success Items as Important.³¹

Survey Item	African American	Asian	Caucasian	Filipino	Latino	Total Sample
72. How important was that conversation to you in terms of your completing the class?	82.9 (n=34)	65.5 (n=78)	69.1 (n=112)	87.2 (n=34)	82.1 (n=87)	72.7 (n=387)
73. How important was that conversation to you in terms of your completing the class with a grade of C or better?	76.2 (n=32)	68.1 (n=81)	65.4 (n=106)	84.2 (n=32)	81.9 (n=86)	70.6 (n=375)
74. How important was that conversation to you in terms of helping you to seek out student support services?	58.5 (n=24)	47.9 (n=57)	37.9 (n=61)	60.5 (n=23)	60.6 (n=63)	48.7 (n=256)
75. How important was that conversation to you in terms of making you feel like you could succeed at Cypress College?	73.2 (n=30)	66.1 (n=78)	59.6 (n=96)	84.2 (n=32)	79.2 (n=84)	67.9 (n=360)

With the exception of survey question 74 regarding seeking out student support services, the majority of students indicated that instructor contact was very important or important to them in helping them complete the class (73%, n=387), completing the class with a C or better (71%, n=375), and making them feel like they could succeed at Cypress College (68%, n=360).

There was, however, some variation by ethnic background. Higher percentages of Filipino, African American, and Latino students (87%, 83%, and 82% respectively) reported that instructor contact was an important factor in helping them to complete the class. Although the majority of Caucasian (69%) and Asian students (66%) felt that instructor contact was an important factor in helping them to complete the class, they indicated this was true in lower percentages than their student counterparts.

About 84% of Filipino students, 79% of Latino students, 73% of African American students, 66% of Asian students, and nearly 60% of Caucasian students indicated that their conversation with the instructor related to academic performance or attendance was an important factor in making them feel like they could succeed at Cypress College.

³¹ Precision estimates for Student Success items are based upon the numbers of students in each ethnic group reporting that an instructor for either attendance or academic performance had contacted them and are different from the general precision estimates for the total sample and ethnic groups.

CONCLUSION

The results of this survey indicate that for the majority of students, Cypress College is a good fit. In general, the current student population has a positive opinion of the college, with some slight variation among ethnic groups. Students reported that they liked the overall atmosphere of the college, the grounds, the education they were receiving, and their access to faculty. Additionally, most students seemed to be satisfied with the diversity of faculty and staff³².

Although overall the survey results are positive, trends in our student profile and their satisfaction with the Cypress College experience should continue to be monitored over time. As student enrollment grows, the dominant profile of the students may change in such a way as to require the realignment of support services so that positive ratings of the college and student satisfaction levels can be maintained. For example, Cypress College currently consists of a majority of "traditional" college students. Approximately two thirds of our students fall into this category. These students are between the ages of 18 to 24, take their classes mostly during the daytime hours, and work part time or not at all. It is clear from the results of the survey, that these students, because they represent the majority of students on campus, are driving the overall positive results of the survey.

There is, however, another profile of the student population, those students who can be classified as "non-traditional" college students. These students make up approximately one third of the student population. These students are considered "non-traditional" because they are older than the typical college student, they are not natives of the United States, English is not their first language, they work 30 or more hours per week, and they attend classes at night or on the weekend. It is the trend in this student population that needs to be monitored by the college over time. It is likely that the "non-traditional" student population will continue to grow at the college perhaps requiring a realignment of a combination of college services and offerings in order to better meet their needs.

³² African-American students seemed to be less satisfied than other students with the diversity of faculty and staff; however, it is important to note that the small sample size of this subpopulation impacts the precision level of the estimate and makes it difficult to know for certain whether the differences observed in the sample actually exist in the student population.